



**Stanford** | Haas Center  
for Public Service  
*The Hub of Cardinal Service*

# COMMONS

2019

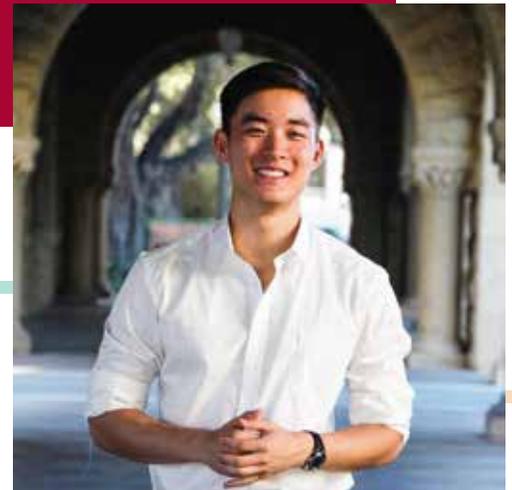
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**Stanford** | Cardinal Service

Our founders envisioned it, our students aspire to it, and our world demands it.

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## From the Directors

Stanford University President Marc Tessier-Lavigne and Provost Persis Drell have announced a bold vision to guide Stanford's future as a purposeful university that applies innovative teaching and learning to benefit humanity. Throughout campus, faculty, staff, and students collaborate with local, national, and global partners to address to complex social and environmental challenges. A core component of these efforts is Cardinal Service—a bold, university-wide initiative that elevates service as an essential feature of a Stanford education.

Toward realizing the vision for Stanford, the Haas Center is now a part of the Office of the Senior Vice Provost for Education, Harry Elam, Jr. This office plays a critical strategic role in advancing Stanford's educational aims, and the new organizational structure enables the Haas Center to continue coordinating, synthesizing, and innovating with partners campus-wide to build and strengthen academic connections and a networked approach to public service.

More than 135 faculty and lecturers teach more than 170 Cardinal Courses that enroll nearly 2,800 students across more than 50 academic departments and programs. More than 80 signature Stanford programs, student-led service organizations, and community organizations support students in making sustained service commitments through Cardinal Commitment. Thirty-five campus partners offer nearly 600 Cardinal Quarter full-time service opportunities, and multiple campus centers and departments, including the Career Education Center, support students to explore and pursue public service careers through Cardinal Careers.

Students are eager to integrate service into their lives at Stanford. For example, this year the sophomore class presidents hosted a class-wide service project, and 63 students volunteered to be service champions in their dorms and residences, regularly sharing campus-wide service opportunities.

These service experiences set students on a course for the future. Eleven of 21 Stanford undergraduates who were awarded Fulbright U.S. grants completed a Cardinal Quarter. Claire Jacobson, '19, will use her Fulbright to continue her Donald Kennedy Fellowship project with the nonprofit One Heart Worldwide in Kathmandu, Nepal to improve Nepal's emergency transport system. Rachel Reichenbach, '19—who capped her Stanford athletic career with Pac-12 and All-American awards—will return to Vietnam, where she participated in the Rubenstein-Bing Student-Athlete Civic Engagement (ACE) Program. She will conduct a research project on ethics and service, with the hope of finding new ways to train American volunteers.

Over the last four years, we have used this newsletter to share highlights from the rapid scaling of Cardinal Service as a campus-wide effort. This year, we share stories from students and alumni who are changing the world. It is these stories that inspire us, and we are deeply grateful for your ongoing partnership and support in this work.

With heartfelt appreciation,



Deborah Stipek  
Peter E. Haas Faculty Director



Thomas Schnaubelt  
Associate Vice Provost and Executive Director





## New Emerson Fellowship Equips Students as Social Justice Leaders

The Emerson Fellowship: *Transforming Dialogue into Action* is a year-long, credit-bearing program that increases students' understanding of social issues and ability to take informed civic action.

The fellowship was launched in fall 2018 by the Haas Center and the Office of Inclusion and Diversity Education under the leadership of program director Heather Browning. It helps Stanford students learn to dialogue across difference, understand systems of privilege and oppression, and develop the tools and action steps to address social injustice within their communities as next-generation civic leaders.

"In a time when many are struggling to build connections across their differences, the success of the Emerson Fellowship has inspired a new model for residence-based education that we plan to expand in the fall," said Dereca Blackmon, assistant vice provost and executive director of the Office of Inclusion and Diversity Education.

### Cohort-based learning

An immersive fall retreat is followed by biweekly cohort meetings. Twice per quarter, fellows from all five cohorts attend educational sessions to hear from staff, faculty, and community leaders working on a variety of social change issues.

One fellow noted, "I now understand that I must be more cognizant of the power dynamics influencing the way our team goes about achieving its goals and that I need to face those dynamics head-on if I hope to have any effect on creating a culture of inclusion that leads to a high-performing team."

### Mentorship

Peer-to-peer mentorship is a key element of the program. Five upperclass cohort leads co-facilitate each cohort meeting alongside professional staff and lead community-building activities throughout the year. Their leadership strengthens the reflection, empathy, and connection among fellows to engage in authentic and vulnerable intergroup dialogue.

For their own professional development, cohort leads attend weekly professional development trainings on topics such as facilitation techniques and cultivating self-care as a community practice, as well as meet one-to-one with professional staff for coaching and mentorship.

### Dialogue-to-Action Projects

Beginning in winter quarter and through the end of the academic year, fellows apply what they have learned through a Dialogue-to-Action Project. Fellows explore a social issue, develop a deep and critical understanding of it, and begin to identify steps to address the systemic inequalities perpetuating the issue. Students pursue their projects in partnership with a campus or community organization—giving students a greater connection to social change efforts and their own abilities and skills as change agents.

For example, one cohort focused on representations of different identities. Their projects included developing a Stanford Educational Studies Program (SPLASH) curriculum to teach high school students about identity-based narratives, creating an art project to address the stigma around mental health issues, and developing a curriculum for faculty education about students with disabilities.

In the 2019-20 academic year, fellowship management will shift from the Haas Center to the Office of Inclusion and Diversity Education, with the Haas Center remaining a close partner.

"Establishing the Emerson Fellowship together has been an exciting opportunity to develop new ways of integrating public service with the engaging difference framework and diversity programming of the Office of Inclusion and Diversity Education," said Tom Schnaubelt, associate vice provost and Haas Center executive director. He continued, "To be effective change agents, students need an understanding of the principles and pathways of public service, a commitment to working across difference to build inclusive coalitions, and the knowledge of structural inequalities that drive our most persistent social and environmental challenges."

# Cardinal Service Stories

[cardinalservice.org/stories](http://cardinalservice.org/stories)

As an essential part of their public service experiences, Stanford students reflect on what they are learning through efforts to make change on the social and environmental issues of our day. Here are some of many student stories about realizations that have set them on a new course at Stanford and beyond.

“The patients I met showed me the value of care beyond data and diagnosis, beyond literature and calculations. I have seen a patient’s eyes light up over a conversation about their poetry collection, their wife, their three kids. I’ve also sat with patients as they came to a peaceful end or violently struggled to keep their autonomy. These experiences have taught me that empathy can be like a clinical skill—we strengthen it when we go beyond routine pleasantries, and we treat with it by listening with intent...”

**Jon Wang, '19**, a computational biology major and coterminal master’s student in biomedical informatics, co-founded Stanford Undergraduate Hospice and Palliative Care.



Through a Stanford in Government stipend, **Rand Duarte, '19**, served a Cardinal Quarter at the International Cooperation Directorate of the Office of the Under Secretary of Defense for Acquisition and Sustainment, U.S. Department of Defense.

“I step off the Metro into a station filled with the oddest assortment of people—tourists with visors and neon sweatshirts squinting at maps, men and women in crisp suits striding importantly through the crowds, employees wearing polo shirts advertising Popeyes and Dunkin’ Donuts, and a plethora of service members from all branches of the military. I take the escalator up and walk past the security guards standing imposingly with their weapons, smiling at the cheerful K-9 units accompanying them. Bypassing the tourists waiting to enter the building, I head for the employee entrance and swipe my way into the Pentagon...”

Today, I will be witnessing the signing of an agreement my office has worked for almost a decade to secure: the Master Information Exchange Agreement (MIEA) to support joint research and development between the U.S. Department of Defense and members of the Defense Ministry of Thailand.”

“I could never get over the sky in northern Michigan. One day, standing beside a trailer park after interviewing residents of an affordable housing project, I looked up at the sky. It was so blue and beautiful, and the trees that provided shade for the park residents were so full and lush. The trailers’ taped-up windows and cigarettes smashed into the ground seemed out of place. I looked back down to fasten the snaps on my red notebook, which contained my handwritten notes from interviews with 15 residents of the trailer park...

Rural poverty was nothing like the poverty I had observed in my home of New York City or in the other cities where I had worked. Rural poverty was spread out and generational. According to many residents I interviewed, the idea of getting out of poverty didn’t seem at all possible. In fact, after cross-checking all 15 interviews, I found that no one who spoke to me thought they could get out of poverty legally. This was a side of America, of poverty, that I couldn’t have imagined existed or would have been able to truly understand by reading articles about it written by New York- or Washington, D.C.-based news outlets.”



**Hannah Zimmerman, '21**, who is majoring in public policy and anthropology, is New York’s youngest elected official.



“Last summer I had the extraordinary opportunity to spend eight weeks teaching at the AGN School in Tamil Nadu, India. As a Cardinal Quarter fellow with Project Dosti, I taught science for middle and high school students and helped implement an interdisciplinary curriculum that emphasized the excitement of real-world problem-solving. My experience was a reminder of how much I love biology, as I had found it difficult to maintain the same enthusiasm for the subject during the cyclical grind of the school year. But in Tamil Nadu, I ended each day with my body covered in chalk dust, my voice hoarse, and my smile too big for my face...

My time in India made me reevaluate my identity as an American and as a Stanford student. I began to measure myself in more mundane but important ways—as a friend, creator, and teacher, rather than a three-point-something-GPA student destined to jump through infinite and progressively more demanding academic hoops. Though I went there to provide a more modern education, I learned something that neither the latest sciences nor technological advancements could ever teach: a view of life that values community, hospitality, and human connection. I hope to take this with me on all my future adventures.”

**Catherine Wang, '21**, is a premed student studying biology and art practice. Through Cardinal Quarter, Catherine joined five other Stanford students to serve in India with Project Dosti.

“When I first came to Madrid, Spain in 2017 through the Bing Overseas Studies Program, the city charmed me with its architecture, liveliness, and people. I didn’t think I would return, but then I was offered the Halper International Summer Fellowship to work with Kifkif, a nonprofit organization whose mission is to provide aid to queer immigrants in Madrid...

Immediately, I was put to work transcribing interviews that my supervisor, Florencia Rivaud, had conducted to shed light on queer immigrants’ experiences coming to Spain. In these interviews, I heard about queer people being extorted because of their identities and Latinx trans women being ostracized. I was shocked by the hardships that the people interviewed went through. However, these same people made a home for themselves in a new country, came to terms with their identities, and maintained positive attitudes. Many of these immigrants and their children return to work for Kifkif to help others settle in Madrid.



Listening to their stories forced me to break through the veil of comfort that living in the United States created. As a queer Mexican man, I see the community of queer refugees in Madrid as part of my own broader Latinx and queer community. However, we differ in a key way. In the United States, despite its own shortcomings, I can be open with my friends and my loved ones, and this safety is a privilege that I took for granted.”

**Alan Arroyo-Chavez, '19**, a member of the Public Service Honor Society, completed a Cardinal Quarter in Madrid, Spain with Kifkif, an aid organization for queer immigrants.



“The room was tiny and filled with more people than the fire code allowed. Giant cameras stood on tripods at various heights, but all of them were tall enough to block my view.

I was attending a press conference for parents looking for children who had been taken from them by Immigration and Customs Enforcement (ICE). It was only my second day of work with Hope Border Institute, a human rights advocacy organization on the southern border, but already the whirlwind that was summer 2018 had swept me up; every day brought news of changes to U.S. immigration policy and the deepening insecurity for asylum seekers under the Trump administration. In the crowd stood reporters from the *Washington Post*, CNN, and Telemundo. Microphones from the newspapers and networks sat atop their cameras, pointing at ten parents sitting in a line across the front of the room. They took turns speaking...”

**Jenn Ampey, '19**, was the Cardinal Service peer advisor team lead in 2018–19 and a member of the WSD Handa Center for Human Rights and International Justice Student Advisory Board.

“The Cardinal Service initiative began my freshman year, in the fall of 2015. Four years later, I am so thankful I made a lasting service commitment right away by joining a Cardinal Commitment organization called Women and Youth Supporting Each Other (WYSE). The Stanford women in WYSE facilitate weekly mentorship sessions for middle school girls in East Palo Alto and discuss topics like puberty, women’s empowerment, race and discrimination, and sexual health.... Engaging with the East Palo Alto community and its middle schoolers taught me innumerable lessons about cultural humility, community action, education justice, and leadership.

I also had the chance to engage with the broader Bay Area through the Cardinal Course, *From Gold Rush to Google Bus: History of San Francisco*. We worked with a community partner to identify little-known stories about the city’s history and write articles for an online historical database. I got to nurture intellectual interests through experiences such as digging through archives in the San Francisco Public Library, while also contributing to a community-based project with lasting impact. It also helped me realize that you don’t have to be from a place to help shape its history.

While these experiences connected me to parts of the local area, Cardinal Service programs also helped me serve in the place I have always called home: Minnesota. The summer after my sophomore year, I received the Advancing Gender Equity Fellowship from the Haas Center and Women’s Community Center to work as a legal intern at Gender Justice, a public interest law firm in St. Paul. Gender Justice represents clients who have experienced gender discrimination or sexual harassment, and I got an inside look into legal proceedings such as depositions, while also getting the chance to draft policy advocacy memos and see the inner workings of a nonprofit.



**Callan Showers, '19**, was in the first class at Stanford to experience four years of Cardinal Service. Callan completed a Cardinal Quarter with Gender Justice, a nonprofit law firm, and a Cardinal Quarter from the Bill Lane Center for the American West serving with the French cinema house Galatée Films. She is pictured (second row, fourth from the left) with members of the student organization Women and Youth Supporting Each Other (WYSE), which she co-led at Stanford.

This Cardinal Quarter inspired me to pursue public interest law because of how well it fit my skills and my desire to make change. I am pursuing a two-year position as a paralegal at a civil rights law firm in Washington, D.C. I truly believe without the values of community-engaged learning experiences and the way I saw my personal and professional values and skills align at Gender Justice, I would be less prepared to enter into this work and my life beyond.”

## See the Latest from Cardinal Service



### Videos

In Cardinal Courses, students integrate learning with service to address social issues: [bit.ly/Coursesvideos2019](http://bit.ly/Coursesvideos2019)



### Video

Students share stories of life-changing service through Cardinal Quarter: [bit.ly/TSFCardinalQuarter2019](http://bit.ly/TSFCardinalQuarter2019)



### Map

See where 500+ students are serving through Cardinal Quarter this summer: [bit.ly/cardinalquartermap2019](http://bit.ly/cardinalquartermap2019)

“A highlight of my career was being a part of the team that won marriage equality at the United States Supreme Court...I would tell students considering public service careers to work for and with people whose work and ethics you admire. Not only will you do good



work, you will grow as a professional.”

**Jaime Huling Delaye, JD '09;**  
Deputy City Attorney,  
City and County of  
San Francisco



“How fortunate we are to live in a time of consequence, when the most interesting work is also the most worthy and in which we can positively impact our human and ecological communities at a scale and a pace unlike any other time.

To pursue a life of effective service requires more than honing a craft or achieving technical proficiency. It requires excellence in every aspect of your work and recognizing that under-served people, ignored issues, major challenges all require the very best of each of us and all of us.”

**Seth Silverman, '08;** Principal, Factor[e] Ventures



“I didn't think I'd even know a president of the United States, let alone work in the White House.

Even though my parents always said you can do whatever you want to do, I never dreamed of this kind of an opportunity.”

**Valerie Jarrett, '78;** former senior advisor to U.S. President Barack Obama

“My Stanford experiences cemented my commitment to volunteerism that has never wavered. Twice a year, I am grateful to be able to travel to developing countries to

bring love, hope, and healing to those in need. Locally, I run a nonprofit and on weekends, I run a free medical clinic for the homeless in San Jose.



I would tell students looking to fulfill their lives these wise words from my parents: act justly, love mercy, and walk humbly.”

**Fidelia Butt, '88;** head and neck surgeon

## #ChoosePublicService

#ChoosePublicService features accomplished Stanford alumni sharing what makes their public service work most meaningful, insights they've learned along the way, and advice for students considering their public service careers. As part of broader Cardinal Careers efforts to make work in the public interest visible, valued, and accessible to students, we hope to inspire students with the stories and voices of alumni who are changing the world.

“Teaching uses all of me: a strong academic foundation in my content area, an understanding of teaching and learning, and most importantly, every skill I have in my toolbox for dealing with people: flexibility, curiosity, empathy, patience, persuasion, and humor.”

**Kim Vinh, '04**; high school English and Journalism teacher; Clinical Associate in English, Stanford Graduate School of Education



“To do public service work well takes a willingness to experiment and try new things... to listen, grow, and change opinions are important in this line of work. You must trust your constituents and empower them with the tools to better their lives.”

**Michael D. Tubbs, '12, MA '12**;  
Mayor of Stockton, CA



“A joy on the path to ordained ministry has been the sense of vocation—a calling not just to a career, but to a path that includes my mind, body, and spirit. This is not a fancy job. I spend plenty of time moving chairs and putting buckets under ceiling leaks. But, at the end of the day, my work is connecting people to their own and their neighbors' innate belovedness, in the face of injustice and despair. That is worth every moment.”

**Liesl Spitz, '11**; pastoral intern (in training to be a Lutheran pastor) at Trinity Lutheran Congregation

“To do public service well you must find your motivation and satisfaction internally. Social pressures for money, attention, or power will always push you away from being a servant of the public good. You need to know yourself and build your rewards system (especially in regard to friends and family) around doing right. Set your expectations for quality of life modestly and count your blessings often. Bigger houses usually just lead to more emptiness.”

**Jake Klonoski, JD '13**; Attorney, U.S. Department of Justice Office of the Inspector General



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[bit.ly/choosepublicservice](http://bit.ly/choosepublicservice)



## Reflections from Krista Tippett, Mimi and Peter E. Haas Distinguished Visitor

I conduct a conversational exploration of what it means to be human. This has led me to grapple more and more with the great challenge in our time to converse meaningfully about the most important matters before our species. There are many subjects we famously fight about. Just as acutely, there are vast intimate and civilizational deliberations we've scarcely known how to begin.

My understanding of how the “intimate” and “civilizational” converge in our time—like the nexus between inner life and outer presence in the world when it comes to human integrity—has only deepened in my time at Stanford.

I have met extraordinary students and teachers here, and witnessed a great depth of spirit and of service to the world in the programs of the Haas Center and beyond. At the same time, I have encountered a vitalizing confusion across this campus about what constitutes a whole human being and a meaningful life. The phrase “well-being” is asserting itself as a safe way to name this, but it is the tip of an iceberg of complexity and deep concern that the very qualities that bring young people to study in this outstanding place also make it harder for them to courageously befriend elemental experiences that refresh us and make us whole and resilient across the span of a life. These include rest, play, joy, the navigation of loss, the giving and receiving of nurture and friendship, compassion for oneself and for others, and commitments and service offered for rewards other than mastery, recognition, or financial gain.

Ironically, I have seen that the same commitment to accomplishment that lands one at Stanford can have one effect of limiting creativity and courage. It is frightening, I've heard, to admit what you do not know when you've been celebrated all your life for getting the answers right and for outperforming every peer. The skills that make for a good student, when over-emphasized, can inhibit the skills that make for a flourishing human being, a deep web of relationships, a life rich in meaning and ongoing growth.

These dilemmas have been, in some sense, socially engineered. In recent generations in this country, we've rewarded large external

lives of accomplishment, with recognition and money as our only commonly respected metrics for success. We made interior life optional. We are now seeing the dysfunctional effects of this formation at the highest levels of government and industry. We have an impoverished public fluency in moral imagination and emotional intelligence in the very moment that our national and planetary challenges require them.

Multiple forms of human intelligence are also required if we are to shape AI, and our lives with technology, to human purpose. In its prodigious infancy, the digital revolution has literally connected humanity for the first time. In the period ahead, we must attend to the quality of that connection.

The Latin roots of the word “education” carry two meanings that stand in some tension with each other—a tension I've found very much alive on this campus. The one, *educare*, connotes to train or to mold; the other, *educere*, connotes leading out. There is a possible scenario, though not by any means guaranteed, by which our species rises to meet the intimate and civilizational challenges before us in this century. This university possesses unparalleled expertise to be a key leader out into that future. But this would also entail vigorous cultivation of Stanford's interior culture and values. It would entail courageous, creative, and countercultural inquiry into the limits of being the greatest and best. It would mean participating critically, robustly, in the moral reckoning with the civilizational effects of our technologies that is now unfolding across society and inside Silicon Valley.

I leave with more questions than answers, and this I take as the mark of a stretching mind—a success. I will be cheering you on as you meet this moment we inhabit. I am forever grateful to the Haas Center and the remarkable students, teachers, and administrators who've welcomed me into generative and provocative conversation. You've added new contours to my pondering of the questions that have animated humanity from the beginning—but never more intensely than now: What does it mean to be human, how do we want to live, and who will we be to each other?

## Stanford Students Living the Questions

Krista Tippett served as the 2019 Mimi and Peter E. Haas Distinguished Visitor at Stanford. The 10-week residency program provides an opportunity for students and faculty to connect with individuals whose lives and careers have had significant public impact.

Krista Tippett is a Peabody award-winning broadcaster, National Humanities Medalist, and *New York Times* bestselling author. She founded and leads The On Being Project, hosts the *On Being* public radio show and podcast, and curates the Civil Conversations Project.

**As part of her *On Being* podcast and radio show, Krista Tippett asks listeners to share questions they are holding at this moment in time. For an event during her residency, Stanford students shared their questions about their own lives and the world:**



Photos—this page: Krista Tippett (center) with Public Service Leadership Program participants. Opposite page: Krista Tippett (right) in conversation with Stanford faculty members Dr. Abraham Verghese (left) and Denise Pope during the Mimi and Peter E. Haas Distinguished Visitor Lecture. Photo Credit: Dario Leventini.

Listen to the *On Being* podcast from the event: [bit.ly/DistinguishedVisitorLecture2019](http://bit.ly/DistinguishedVisitorLecture2019)

What are the limits or boundaries to living as a truly loving person—someone who strives to unconditionally love strangers, peers, family, themselves?

I feel as though modern society forces me to become certain of things, when I tend to like saying that there is no right answer. Yet I am fearful that my aversion to ardently expressing my ideas may cost me the ability to grow into someone who can do good in the world. What spaces are left for ambiguity in our lives?

So many are rightfully concerned about living a good life. How do we get more people to think about dying a good death?

Why and how are we as human beings capable of so much violence against one another?

Where is beauty needed most? How do I evaluate where I can do the most good? What are some guidepost questions I can develop to ask myself to make sure I am true to my path?

If someone talked to me the same way I talk to myself, would I still be friends with them? How can I show myself more self-compassion?

What single act can I do that would help create more unity in the world?



## Haas Happenings

### Thousands of Students Register to Vote

Galvanized by the fact that fewer than one in five eligible Stanford students voted in the 2014 midterm election, the Haas Center—with leadership from Stanford in Government (SIG)—and faculty, staff, and students across campus catalyzed voter registration and participation. In addition to a [stanfordvotes.org](http://stanfordvotes.org) site with voting resources and a student-led Civic Engagement Volunteer program, efforts included a Cardinal Course on the 2018 midterms, Stanford Libraries nonpartisan voter resources, a Party at the Post Office, and more. StanfordVotes registered over 2,500 people through the TurboVote platform. Plans are underway for primary season! Register to vote: [stanfordvotes.org](http://stanfordvotes.org)

### Haas Center Strengthens Community Partnerships

The Haas Center hosted several events with local partner organizations this year, including: a volunteer opportunities fair attended by more than 160 Stanford students, staff, and alumni; a community partner breakfast; a design thinking workshop; a conversation on nonprofit leadership with James Morgan; and a celebration of the vital role community partners play in Cardinal Service. Two new VISTA partner sites were selected: StreetCode Academy and the Day Workers Center of Mountain View. In addition, the Cardinal Careers team selected 18 students for postgraduate Community Impact Fellowships (formerly called Stanford Public Interest Network Fellowships), first jobs with nonprofit and government organizations, mainly in the Bay Area.

### Social Entrepreneurs Known for Pathbreaking Work Are in Residence at Stanford

This year's Social Entrepreneurs in Residence at Stanford (SEERS Fellows) included George McGraw, founder of DIGDEEP, which aims to universalize access to clean water for U.S. communities; Tomiquia Moss, CEO of Hamilton Families, which offers housing services for families experiencing homelessness; Damon Packwood, co-founder of Gameheads, a tech training program for youth; and Doniece Sandoval, founder of Lava Mae, a nonprofit that converts public transportation buses into bathrooms on wheels for people experiencing homelessness. The Haas Center also hosted a SEERS Fellowship reunion that included conversations with professor Rob Reich and Distinguished Visitor Krista Tippett.

### Alumni Welcome Students Serving Across the Globe

Thanks to a Stanford Associates grant, the Haas Center and lead alumni volunteers hosted eight Cardinal in the City events in the Bay Area; Boulder; Los Angeles; Nairobi; New York; Sacramento; and Washington, D.C. Alumni heard firsthand from students about their Cardinal Service experiences, and students gained professional networking experience and tips for living in a new place. Get involved: [haas.stanford.edu/alumni](http://haas.stanford.edu/alumni)

### Education Partnerships Serve Local Youth

Through the Haas Center's Education Partnerships programs, more than 220 Stanford students tutored and mentored approximately 350 local youth in pre-K through high school. A Preschool Counts Family Night culminated with Stanford tutors attending the preschool graduation at St. Elizabeth Seton School. Ravenswood Reads offered three workshops for tutors each quarter on topics such as decoding and writing skills, cultural humility, and dual-language learners. An East Palo Alto Stanford Academy (EPASA) Family Day brought 80 youth and their families together for workshops on goal-setting, high school transition, and college prep programs. This summer EPASA hosted 40 middle schoolers on campus with the theme, "A Sea of EPASAbilities." In addition to weekly tutoring, the High School Support Initiative collaborated with local partners on two college visits that each brought two dozen high school students to campus for tours tailored to provide information on college access. Staff and students hosted a Family Science Night for over 170 Pescadero community members in partnership with Puente de la Costa Sur and the Pescadero School District.

### Haas Center Staff Recognized for Service

High School Program Director Sophia Kim was honored by the Stanford Asian American Activities Center for outstanding service to Stanford and the Asian American community. Yvette Zepeda, Community Service Work-Study program director and Diversity, Equity, and Inclusion specialist, was recognized with both a First-Generation Low-Income (FLI) staff award for her impact on the lives of students and the larger FLI community and an award from the Native American Cultural Center recognizing her mentorship of American Indian, Alaska Native, Native Hawaiian, and Pacific Islander students.

Photos L-R: StanfordVotes student volunteers; panelists speak at the Haas Center Community Partner Breakfast; SEERS Fellows George McGraw, Doniece Sandoval, Damon Packwood, and Tomiquia Moss; through East Palo Alto Stanford Academy, Stanford students tutor and mentor local middle school youth (Photo credit: Vanessa Ochavillo).

# Why I Give Back

## Reflections from Haas Center National Advisory Board Members



### Jacques Antebi, '86

I grew up in Mexico, deeply aware of the challenges of governance, income inequality, and economic development. After graduate school I returned, working for McKinsey, where I devoted most of my time to public policy, such as telecoms regulation and regional development. Since then I have worked in the public sector, for the Inter-American Development Bank, and for socially conscious companies, such as KIND snacks. In parallel I have sought to contribute by serving at Stanford and on boards of service and nonprofit organizations.

**Jacques Antebi, '86**, is a private equity and VC operating partner in New York. He has served on the Alumni Association, Freeman Spogli Institute for International Studies, and Haas Center Advisory Boards.

I embrace the idea of multiple pathways of public service and believe each of us can serve in many ways at different points in our lives. I support the Haas Center because of its catalytic impact in making service central to Stanford, which in turn gives me hope for our world.

I hope service will become as integral to Stanford's ethos as technological innovation and athletic prowess. I hope everyone whose life is enriched by Stanford will dedicate some of their energy to serving others. I am thrilled with Cardinal Service as a foundation for that vision.

### Sally Dayton Falkenhagen, '75

I've been a volunteer for Stanford almost since the time I graduated. I also volunteer for several different organizations locally. I feel richly rewarded for my participation through the new knowledge and friendships, as well as the inspiration and hope that nonprofit activities add to my life.

The Haas Center's launch of Cardinal Service energizes me and reinforces my belief that Stanford is producing the leaders we need for our increasingly complex society. I hope that every student, faculty, and staff member will engage with Cardinal Service at some point. Cardinal Service is designed to offer very flexible and varied ways to serve, including an academic element.

Alumni can support these volunteer efforts in a wide range of ways, so I recommend getting involved through the Haas Center if civic engagement is something you applaud and wish to encourage.



**Sally Dayton Falkenhagen, '75**, worked in the investment world before retiring and volunteering with her community. She and her husband, Craig, have one son, who like many recent Stanford grads, brings them hope for our world. Sally has served two terms on the National Advisory Board and has been an essential advisor on community partnerships.

## 2019 Haas Center Awards



**Friends of Haas Award**

(L-R): Frank Benest, former city manager, City of Palo Alto; and Nanci Howe, associate dean and director of Student Activities and Leadership, were honored for their partnership and commitment to the Haas Center's mission, values, and principles.

**Kennedy-Diamond Award for Excellence in Community-Engaged Learning and Research**



Indira Phukan, PhD candidate in Curriculum and Teacher Education and Science Education at the Stanford Graduate School of Education, was honored for teaching and research in which she seeks to strengthen the impact and inclusiveness of environmental education.



**Miriam Aaron Roland Volunteer Service Prize**

Bruce E. Cain, Charles Louis Ducommun Professor in Humanities and Sciences and Spence and Cleone Eccles Family Director of The Bill Lane Center for the American West, was honored for engaging students in applying what they are learning to issues of governance and political participation. (L-R): Hannah Zimmerman, '19; Bruce Cain; Francesca Lupia, '19.

**Walk the Talk Service Leadership Award**

(Clockwise from top left) Olivia Martin, '19; Jou Xiong, '19; Nicole Jakabcsin, '19; Paulina Nava, '19; Chris LeBoa, '19; and Jennifer Ampey, '19, were honored for sustaining long-term service commitments and modeling the Principles of Ethical and Effective Service.





## Cardinal Service and Stanford's Vision for the Future

As Stanford embraces a new vision for its role as a purposeful university in the next decade and beyond, the Haas Center for Public Service will continue to be a campus hub for research, teaching, and service for the public good.

With vital support from alumni and friends, faculty, staff, and students, in April the Haas Center fully earned the \$15 million Stanford University Cardinal Service challenge match made possible by an anonymous donor, which will bring us to \$40 million in new endowment for public service programs by 2022. By achieving the match, we were able to fully fund 120 new Cardinal Quarter opportunities at the Haas Center and across campus; establish Cardinal Courses, Cardinal Commitment, and Cardinal Careers funds; and strengthen Haas Center program infrastructure. The Cardinal Service launch was supported by multi-year bridge funding that is coming to a close.

As we continue to build Cardinal Service through a networked-campus approach, giving through Stanford to support our work helps catalyze innovation, sustain excellence, and support outreach toward universal awareness of Cardinal Service. Your support, *of any amount*, makes service experiences possible for thousands of Stanford students, who bring remarkable optimism, ingenuity, and tenacity to envisioning a more just and sustainable world. We stand on the shoulders of all who have been part of decades of work. And yet, there is more to do—including strengthening community partnerships, and new directions than include engaging graduate students, integrating service into the first-year experience, supporting work in domestic rural areas, innovating in course design, and much more.

**Young Alumni Circle:** Donors who are within 25 years of graduation and commit to give \$1,000 and above through multi-year pledges join our Young Alumni Circle. Members are invited to regional gatherings and the Cardinal Service end-of-year celebration.

**Directors' Circle:** Donors of unrestricted gifts of \$10,000 or more join the Haas Center Directors' Circle. Members are invited to the annual Cardinal Service dinner and end-of-year celebration.

As you think about what your philanthropy through Stanford University can make happen, please consider supporting The Stanford Fund and Cardinal Service.

For more information, please contact Deputy Executive Director Megan Swezey Fogarty, [megan.fogarty@stanford.edu](mailto:megan.fogarty@stanford.edu) or 650.725.2870. You can also give at [haas.stanford.edu/give](https://haas.stanford.edu/give).

Photo: Students in the Cardinal Course, *EARTHSYS 155*, test soils as part of learning about soil systems, with an emphasis on plant growth and production, land-resource management, and soil pollution. Photo credit: Christine Baker. All photos have been submitted by students and alumni or taken by Peggy Propp, unless otherwise indicated.

## Join us for Reunion Homecoming Weekend

This summer, more than 300 Stanford alumni hosted students serving around the world for coffee or lunch. We look forward to extending the same warm welcome to alumni returning to The Farm for Reunion Homecoming Weekend.

## Haas Center for Public Service Breakfast

**Sunday, October 27, 9:00–11:00 am | 562 Salvatierra Walk**

Join us for breakfast to connect with alumni, staff, and students and to learn about Cardinal Service and the Haas Center's work. We'll have Stanford in Government and Students for a Sustainable Stanford mini-reunions and a short program at 10:00. Stop by and pick up a free Stanford rally shirt featuring Cardinal Service!

**Learn more and RSVP at [haas.stanford.edu/alumni](http://haas.stanford.edu/alumni)**

